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ABSTRACT

Intended to help middle school teachers in all subject areas reeducate themselves to teach reading in the content areas, this booklet offers teacher made and tested techniques for reading, examples on vocabulary development, and discussion of different reading techniques, all designed to help students make a smooth transition from primary grade reading to more demanding reading. Following an introduction, the booklet is divided into four sections that discuss the following: (1) the middle school learner, (2) teacher guided reading of textbooks, (3) study guides for the reading of textbooks, and (4) organizing experience and language development. Appendixes contain sample worksheets for preparing study guides and related materials. The booklet concludes with a selected bibliography and references. (HTH)

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SUBJECT AREA READING **in the Middle School:** **LEARNING THROUGH TEXT AND LEARNING** **THROUGH EXPERIENCE**

DAVID BISHOP

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Concern over the teaching of reading has been in the forefront of national educational issues for several decades. At the middle school level this concern, initially focused on the first grade, is intensified. It is most appropriate, then, that this monograph on subject area reading joins the growing list of NMSA special publications. This booklet will help to meet a widely recognized need and ought to be made available in intermediate educational institutions across the country. Teachers will find the specific examples helpful and readily adaptable for classroom use.

The Association appreciates having the opportunity to publish this manuscript prepared by Dr. David Bishop of Northern Kentucky University, Highland Heights, Kentucky, and expresses hereby its sincere thanks for his professional contribution. Jane Vogel, Publications Committee liaison person and editor for this manuscript, and John H. Lounsbury who was responsible for the final production, are due special thanks for their roles.

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FOREWORD

Educators and educational trends, a happy marriage. We have been united with the open classroom, we have retrained and brushed up on the correct methodology for teaching values clarification, and we are now beginning to be masters of the mainstream movement. As the nationwide picture of declining enrollments, school closings, and reduction in force policies escalates, educators may need to focus on still another new trend in education. It seems altogether possible that classroom teachers will need to expand their skills in order to become teachers of reading—teachers of reading skills that will prove to be useful in the science laboratory, in the mathematics lab, in the social science classroom.

How do we go about this task of reeducating ourselves? Can we not use reading specialists who are trained to do this task? The answer is both *yes* and *no*. The reading specialist is responsible for the remediation of weaknesses in students and for supplying ideas that teachers may use in their own classroom teaching for we also need to reach the student who does not have a "reading problem." All teachers need to instruct students in reading techniques that will assist them in mastering all subject areas.

This monograph serves the above purpose well. Those teachers who do indeed believe that reading is for all students will find the suggestions in the booklet to be invaluable. The teacher made and tested techniques for reading, the examples on vocabulary development, the discussion on different reading techniques will be a primer for those future "reading teachers." In clear and concise terms, David Bishop has given us a guide to serve as a springboard for our retraining. By using this booklet, you can prepare yourself for an active role in this new trend. The challenge to expand our repertoire is at hand. As we teach, so may we learn and by doing so, help our students to grow.

Jane A. Vogel
Member, Publications Committee
NMSA

INTRODUCTION

Learning to read is a complex activity. For many youngsters it is difficult and frustrating. Yet many sources of evidence (for instance the National Assessment of Educational Progress) indicate that students in the primary grades are learning to read as well as, if not better than, their counterparts of years ago.

Once students enter the middle grades they find that they must continue to learn to read for reading increasingly becomes a tool for learning about the world and about academic subjects. Some of the same sources of evidence that tell us that primary grade children are doing well in reading also tell us that middle grade readers encounter many problems when they shift from "learning to read" tasks to "reading to learn" tasks.

Who is the middle school learner? What reading problems does the middle school learner encounter that were not encountered in the primary grades? How might these problems be overcome by effective instruction? The following pages will attempt to answer these questions.

1.

The Middle School Reader

Middle School Learners In Transition

A key term in current thinking about the nature of the middle school learner is "transition." In fact, the portmanteau word "transescent" has been coined to underline the importance of seeing the middle school learner as one who is actively involved in the transition from childhood to adolescence. Eichhorn, who created the word, defines transescence as follows:

The stage of development which begins prior to the onset of puberty and extends through the early stages of adolescence. Since puberty does not occur for all precisely at the same chronological age, the transescent designation is based upon the many physical, social, emotional, and intellectual changes that appear prior to the puberty cycle to the time in which the body gains a practical degree of stabilization over these complex pubescent changes (Eichhorn, p. 3).

Both the traits and needs of these learners dictate that middle school teachers and administrators refrain from perceiving their students as nothing more than big children or little adults.

Developing Reading Strategies For The Middle School Learner

One critical area where the needs of the transescent learner must be identified and accounted for is that of reading instruction. In this booklet two strategies for reading instruction that should aid in easing the transition from the primary grades to the secondary grades will be discussed. These strategies will be referred to as Teacher-Guided Reading of Text (TGRT) and Organizing Experience Through Language Development (OELD). These teaching approaches will be discussed within the context of helping students learn in the major subject areas of English, Mathematics, Science and Social Studies, the subjects (other than formal reading classes) where

students encounter the greatest amount of print as they progress through the middle grades. Before presenting these two strategies, however, a few comments on the problems students encounter in reading subject-area material will set the stage for the usefulness of TGRT and OELD.

Some Problems In Reading Instruction

While there are unresolved problems in teaching reading to students of any age, the middle school teacher must deal with a unique set of circumstances. The first of these problems centers on the increasing range of individual differences that may be found in middle school classes. While it is true that we may identify individual differences in students of any age, Bond and Tinker (1957) have estimated that the range of individual differences in reading ability increases through the years at a rate of roughly two-thirds of the chronological age of a heterogeneous group. Thus, students in first grade will vary in reading ability approximately four years ($\frac{1}{4}$ of six); those in fourth grade, approximately six years; those in seventh grade, approximately eight years.

The second problem relates to middle grade students' previous instruction in reading. There is a serious mismatch between the learning-to-read instruction students have received and the new reading demands that they will encounter in the middle grades. While estimates differ, it is safe to assume that the vast majority of American students receive initial reading instruction via the basal approach, with varying degrees of emphasis placed upon supplementary instruction in phonics (Chall, 1967). Authorities in elementary reading such as Spache and Spache (1978) estimate that the percentage of students receiving basal-oriented instruction extends into the 80%-90% range. Key aspects of the basal approach include a carefully controlled scope and sequence of reading skills, graded materials that increase in difficulty through the levels of a series, specific skill instruction, and material that is literary in nature—fables, short stories, poems, and plays. However, once students reach the middle grades, they find that the demands made upon their reading abilities are not the same as those made upon them in the past. Briefly summarized, reading skill demands at the middle school level include the following:

1. *Students are confronted with more texts.* Where they once read from basals, workbooks, and children's literature, they now must cope with texts in other disciplines.
2. *Texts become a major way of learning about mathematics, science, and social studies.* While in the primary grades these subjects are frequently handled with active learning strategies and realia, in the middle grades the notions of reading to learn and assimilating others' ideas become more important.
3. *Different modes of reasoning with print are demanded.* Whereas the emphasis used to be on following and understanding narrative/descriptive material, the emphasis in middle school shifts increasingly to understanding expository material of varying forms.

4. *Independent study becomes more important.* Students frequently receive more homework and must develop, or be taught, strategies for mastery and retention of information. It is no longer the case (except in a developmental reading period) that a story is read for the day, skill work is completed, and everyone moves on to a new story and skill the next day. Instead, the chapters of a text frequently build upon one another and new information must be integrated with old.
5. *Reading skills must be applied in clusters, not singly or in isolation.* In order to read a subject area text effectively, it is necessary to apply many skills at once—finding relevant details, determining the main idea, evaluating for significance. The specific skill emphasis of many primary materials does not prepare students well for performing this integrated reading act.
6. *While there are many skills common to all subject areas, each subject area has specific skills unique in importance.* Students must be flexible enough to shift strategies from subject to subject. They cannot read the steps of a science experiment in the same manner as they would an historical account.
7. *The readability of middle grade materials varies greatly, both from subject to subject and within subjects,* (Aukerman 1972). Whereas basals are closely controlled in the early grades, it has been consistently found that subject area texts are not as closely controlled. In fact, they are frequently written at levels higher than the grade level for which they are intended. Even when a textbook has been selected whose overall readability is appropriate for a particular grade level, it is likely that a teacher will find passages and chapters that are much more difficult and much easier than the targeted grade level.
8. *Finally, students must cope with a variety of text difficulty factors that are not present in equal degree in primary reading materials.* Two factors already mentioned above that relate to this problem are:
 - (a) the shift from narrative/descriptive to expository material and
 - (b) the variability of readability. In addition, students will find:
 - (c) an increase in technical vocabulary.
 - (d) an increase in concept density.
 - (e) an increase in sentence length.
 - (f) an increase in sentence structure complexity.
 - (g) a change in the nature of visual aids: from aesthetic photos and drawings to informational pictures, plus the addition of charts, maps, tables, and graphs.
 - (h) an increase in the use of abstract terms and concepts.

In short, the transitions expected of students in middle years are myriad and can be difficult. It is incumbent upon teachers in these grades to aid students in these transitions as often as possible. Thus reading guidance within the context of subject area learning becomes important.

How To Overcome Reading Problems In Subject Areas

What strategies can teachers use to help their students when reading is

needed for learning? The two strategies that follow share *three* important attributes for teaching reading in middle school subject areas. *First*, neither of these techniques places the teacher in the uncomfortable (and unnecessary) position of choosing to teach reading *per se* rather than teaching a subject. Key objectives of both reading instruction and subject area learning can be accomplished simultaneously. *Second*, both techniques provide opportunities for moving students from the familiar to the unfamiliar; i.e. they provide a transition from student strengths to student weaknesses. *Third*, both techniques are adaptations of techniques that are familiar to many primary teachers and students; thus the transition in method is a gentle one. It is important for students to learn through both strategies. An attempt to balance instruction between Teacher Guided Reading of Text and Organizing Experience Through Language Development will reap greater benefits than a heavy emphasis on one approach.

2.

TEACHER Guided Reading Of TEXTbooks

Experienced elementary teachers are familiar with the Directed Reading Activity (DRA). While the number of steps in the DRA may vary greatly depending upon the basal publisher or reading authority consulted, it is generally agreed that three major stages are important: Preparation, Guided Reading, and Follow-up. Teacher Guided Reading of Text (TGRT) is simply a DRA adapted to the needs of reading subject-area material successfully. The major difference between the DRA and the TGRT appears in the Guided Reading stage. The following comments, therefore, will only outline the activities that might be conducted in the Preparation and Follow-Up stages, and concentrate on the Guided Reading stage.

Preparation

In Stage I, Preparation, any of the following activities might be conducted:

1. Reviewing the previous reading or learning assignments relevant to the task at hand.
2. Introductory comments by the teacher.
3. Over-viewing the content of the new selection.
4. Eliciting students' past experiences related to the reading selection.
5. Generating interest in the selection.
6. Motivating students by establishing a personal need to read, by connecting the reading to students' background or feelings.
7. Eliminating students' misconceptions.
8. Introducing new vocabulary.
9. Attempting to provide concrete examples for abstract concepts.

10. Doing word analysis activities with important and/or visually difficult words.
11. Surveying the organization and special features of the selection.
12. Establishing a purpose or purposes for reading.
13. Introducing and discussing a strategy to use in meeting purposes.

It should be noted here that if a teacher were to conduct an activity for all thirteen of the above aspects of Stage I, an inordinate amount of time would be needed. Generally speaking, this should not be done unless all of the following conditions are present:

1. The text is very difficult.
2. Reading and mastering the selection at hand is very important.
3. The students are very poor readers.
4. The teacher is masterful at maintaining interest, holding attention, and establishing continuity from day to day.

Rather, in a typical setting, teachers should choose, from the aspects of Stage I above, those that are most important to learning the particular selection. It should be noted also that oftentimes one activity can accomplish many objectives. For instance, showing a film of *A TALE OF TWO CITIES* (with an accompanying reaction session) prior to reading the novel may provide for aspects 2, 3, 5, 6, 7, 8, 9, and 11 of the Preparation Stage adequately enough for the purposes at hand.

Guided Reading

Stage II, Guided Reading, should flow naturally from Stage I, especially if reasonable purposes are established and a strategy for meeting those purposes is given to the students. Unfortunately, this is often not the case when students are left to read silently in difficult materials. More guidance is needed. Often this guidance takes the form of answering a list of questions. Sometimes teachers break up the reading into smaller sections, with discussion in between. A more effective strategy involves the construction and use of guide material that leads students through the processes of reading and thinking necessary for successful understanding and retention of test assignments.

Herber (1970, 1978) has been a leader in applying the concept of student guides to subject area instruction. He is perhaps best known for the "three-level" guide, a useful example of how comprehension may be developed from literal to interpretive to application levels. In his textbooks, he also offers many examples of other types of guide material. Many others (Cunningham and Sablack, 1975; Earle and Sanders, 1973; Singer and Donlan, 1980; Tutolo, 1977) have experimented with differing formats for guide material, depending on the purposes for which teachers wish students to read. The four major formats for guides discussed here should be seen as an extension and reorganization of the work of the authors above as well as that of others. It is hoped that the four categories introduced here will help teachers decide which, if any, guides will be most appropriate for any given

assignment or group of students. These guide types will be called *Sequential Guides*, *Three Level Guides*, *Special Elements Guides*, and *Activating Guides*.

Earle (1969) provides a succinct discussion of the rationale and procedures for constructing guide material. The discussion in the following pages has been expanded to integrate new ideas in the construction of study guides.

A Definition

Study guides are teacher-made learning aids that facilitate the acquisition of content and application of reading and thinking strategies. Guides consist of directions, comments, explanation, questions, and other response opportunities that help students interact with printed material. ("Other response opportunities", by the way, mean that students do things other than answering questions. They may rank-order statements, fill in blanks, match, respond to true-false items, complete diagrams, fill in charts, or a number of other activities.)

Preliminary Considerations

The construction of guide material can be a difficult and time-consuming task when it is first attempted. However, if teachers attend to the preliminary considerations discussed below, the chances of creating useful guides will be greatly enhanced. A worksheet for creating study guides is included as Appendix A. Teachers may want to refer to this worksheet as they read the following sections.

First, the objectives of the assignment must be determined prior to the Preparation Stage of the TGRT. This will help both in deciding on preparatory activities and in construction of guides. It is important at the outset that teachers articulate a goal, in terms of student behavior, for the reading/study assignment. Stating goals for what students are to acquire (content) and what they are to do (process) will make the ensuing steps in guide construction much easier. Second, teachers should make judgments on the nature and importance of the content. Conducting a readability analysis may be important at this stage. In addition, teachers should decide whether the content is of major, minor or average importance to overall course goals; they should decide how the content relates to previous and future reading selections; they should determine whether all of the content of a particular selection is of equal importance. The third preliminary consideration relates to student abilities. By examining previously accumulated diagnostic evidence, by using such procedures as the cloze, a Group Reading Inventory, or a specific skill test, and by marshalling any other anecdotal and observational data, teachers should make judgments on the reading and thinking abilities of their students. Finally, provisions for transfer of learning from Preparatory activities to the Guided Reading stage should be assured.

Constructing And Using Study Guides

Once this preliminary planning and assessment is completed, teachers are in a position to make informed decisions on the types of guidance to give their students. (It should be noted that the somewhat laborious process described in this section and the previous sections becomes much more efficient with practice. For this reason, experimentation with the construction of guide material is often found to be a useful inservice activity.) The actual steps in constructing and using guides are outlined below.

1. *Content Analysis.* A re-examination of the selection to be read, done in the light of the objectives established and the nature and importance of the content, and tempered by an evaluation of student reading and thinking abilities. Decisions are made on material to emphasize and facts, concepts, generalizations, and appreciations to develop.

2. *Process Analysis.* A re-examination of the selection with a view toward what students have to *do* to get the important content. Such factors as following a line of reasoning, applying different rates of reading to suit shifting purposes, reading and rereading to move from literal to interpretive to application levels of understanding, or following a set of steps to determine main ideas or themes are important to consider here.

3. *Decide How Much Assistance to Provide.* In general, poorer-reading or less motivated students need more assistance than the better, more motivated students. However, the degree of assistance will also depend on such variables as how much time is to be spent on the assignment and how important the goal of working independently is to the teacher. Many teachers find it fruitful to provide extensive direction and assistance both in the guides and through personal contact, early in the year, and to gradually withdraw some "crutches" from their students as they gain in competence and confidence.

4. *Construct A Guide In The Most Appropriate Format.* It is important that the guides reflect a balance between the dictates of reason (too much print makes the guide an insurmountable obstacle for students, rather than an aid) and the dictates of need (too little direction, explanation, and questioning will leave the students no better off than they were in previous reading assignments.) Furthermore, it is important that the guides reflect the content and process considerations arrived at through the textual analyses. From time to time formats should be varied not only for the sake of variety in learning activities, but also to meet the changing nature of texts encountered. Finally, it is important to create guides that are neither too difficult nor too easy. Some degree of challenge should be built into each guide to help students become more active, thoughtful readers. Once again, it must be pointed out that experimentation with guide construction and use is the only reasonable way to achieve balance in terms of format, length, and challenge.

5. *Introduction of The Guide.* Prior to a reading assignment, teachers should invest some time in an explanation of the purposes and nature of study guides. A classroom application of a guide, in which students are prepared for the reading assignment (Stage I of the TGRT) and use the

guide in class with help from the teacher and/or in small groups, gives both the teacher and students a chance to work through any problems that may arise.

6. *Assign Similar Guides For Homework.* As a way of reinforcing the use of study guides, and as a first step in developing independent study habits, teachers should follow up an introductory lesson in guide use with the assignment of a similar guide on new reading material.

7. *Use Guides As Beginning Points For Class Discussion.* Eliciting answers from students that are directly related to guide questions and other response opportunities is important for several reasons. First, it provides a natural beginning to class discussion of the reading (Stage III of the TGRT). Second, it gives the poorer-reading, non-contributive student a chance to participate. Third, students recognize that their teacher values the guides enough to spend time with them. Fourth, misconceptions and wrong answers can be corrected soon after the reading is done, and the student has an accurate written synopsis of important points. Fifth, by occasionally polling the class as a whole, and by informally noting student responses, the teacher may engage in an informal diagnosis of the appropriateness and effectiveness of the guides, and of the abilities of the class.

8. *Reinforce The Concept of The Study Guide By Using The Same Principles In Other Situations.* For instance, teachers may develop a guide to be used in a critical listening lesson. Occasionally guides can be developed for individual assignments, e.g. for independent study projects, for the student who "sticks out" as exceptionally good or poor in reading, or for make-up assignments. Guides may also be developed that help students in team learning projects. Pairing successful and unsuccessful students (each possessing a completed guide on the same material) can be useful in aiding the unsuccessful student in the beginning of self-diagnosis. Integrating the use of a study guide with application of the steps of a study system like the SQ3R procedure is a natural extension of the concept, as is the use of guides in reviewing for tests.

3.

Study Guides for Reading of Textbooks

Four Formats For Study Guides

As was mentioned earlier in this paper, it appears that a variation of one of four basic formats for study guides can be used for any guided reading assignment. There is no standard format for each of the four. An examination of the examples published in articles and books reinforces the point that there is no Procrustean Bed into which each guide must fit regardless of differing content and process demands. The comments that follow are intended to direct the reader's attention to the salient features of each format. Appendix B contains one example of each of the four guides discussed below.

The Sequential Guide

The primary purpose of the sequential guide is to direct the student's interaction with the author from beginning to end of a long selection. The teacher who creates a sequential guide aims to provide enough structure and direction to aid the flow of thought and application of reading skills continuously. Thus the adjective "sequential" is used. This type of guide typically makes use of directions, explanations, comments, questions, and other-than-question response opportunities in a sequence that parallels the sequence of the text in much the same fashion that interspersed questions (Fraser, 1968; Rothkopf, 1967) are used.

The effect of this guide type is to repeatedly set new purposes for reading *during* the reading act. This guide should be used when the objective is immediate comprehension rather than long-term retention; components of the guide should focus on helping students stay "tuned-in" to the message during their reading. (Of course long-term retention may be developed by using the guide as a review source.) Through directions, explanations, and comments the teacher may supply links between previous learning and the coming reading assignment. Similarly, through directions and explanations, the

teacher may "reorganize" the text when the text itself is inadequately organized or where the teacher wishes to pursue topic development differently than the manner in which the author did. This may be done by simply rewording poorly written sections, by directing students to read the summary and study questions at the end of a chapter before reading the beginning section, by telling students to read subtopics in a different order than that in which the text presents them, or through other means.

This reorganizational feature of the sequential guide helps the teacher avoid becoming a slave to the textbook. Directions and comments may also be used to focus students' attention on useful aids in the text—questions, italicized words, subheadings, maps, graphs, tables, charts, and illustrations. Students frequently avoid these aids in their rush to get through an assignment. A judicious comment indicating that a drawing of an Iroquois longhouse village contains all the relevant information described in three pages of text can help students see the advantage of examining textual aids. Similarly, a graph of population growth in the United States can be highlighted as an economical, condensed version of many paragraphs, thus illustrating that a picture frequently is worth a thousand words.

Generally speaking, sequential guides are most useful for poorer readers, readers with little experience in a subject, or for guidance in exceptionally difficult texts. This is true because of the greater degree of step-by-step guidance provided in contrast to other guide types. The continual re-establishment of new purposes is particularly important, as some studies (Smith, 1965) have shown that poorer readers tend to be inflexible in purpose-setting and adjustment and many readers establish no purpose at all (Perry, 1959). While the good readers may occasionally profit from using sequential guides, it is frequently the case that the large amount of instruction and direction interferes with the good students' already efficient reading habits.

The Three Level Guide

The three level guide may also consist of directions, explanations, comments, questions, and other response opportunities, but it is a qualitatively different guide. This type of guide emphasizes the development of students' thinking about text in the areas of (1) literal comprehension (what is the surface message?) (2) interpretive comprehension (what does the message mean?) and (3) application (how can the message be used?). Since the students work with the text at three levels of understanding, with Level Three building upon Level Two, which in turn builds upon Level One, this guide type is called the Three Level Guide. This guide may be effective as a post-reading reasoning guide, or the three levels may be presented and completed at different times during the total assignment. Since students manipulate textual information in three ways, thus not only exercising different thinking skills but also spending more time with the text, this guide is more effective in developing long term mastery and retention than the sequential guide. Since these guides do not stress directions for getting from paragraph one to two and so on through a chapter, the three level guide is

less effective in developing immediate comprehension. In general terms, then, this guide type is better for good readers, readers more experienced in a subject, and on less difficult texts.

Some teachers have found, however, that these guides may be used with poor readers, if some adaptations are made. For instance, students may read to answer literal level questions and activities independently, with interpretive and application activities taking place in whole class or small group situations. In another adaptation, the teacher selects fewer activities to do or questions to answer at each level than might be done with good readers. Thus, some content is sacrificed for the opportunity to get the poor readers involved in more sophisticated thinking patterns. Another approach that has been successful in adapting the three level guide for use by poor readers is to lessen the degree of difficulty of questions and other response opportunities within each of the three levels of comprehension. Sanders (1966), in his excellent book on questioning techniques, emphasizes that both difficult and easy tasks may be created at each level of the Bloom taxonomy of cognitive objectives. It may be possible, then, for teachers to set up three level guides for independent reading in which students work with:

- (1) the more easily remembered or more easily located facts.
- (2) the more obvious interpretations (e.g., "The author said that it was raining hard, that John had to walk three miles to the store, and that he had no raincoat. Would it be most sensible to conclude that at the end of this walk, John was dry, soaked, or younger?")
- (3) simpler application tasks. For instance,
 - (a) relatively straightforward activities. ("You've read the directions for setting up the experiment. Now put your lab apparatus together in the way described and pictured in your book.")
 - (b) situations close to students' experiences or feelings. ("The hero of this story had many feelings when he moved to a new city. Describe two different situations in which you've experienced some of his feelings.")
 - (c) creative activities ("John Gardner told the Beowulf story from the standpoint of the monster. Take one childhood story you remember well and retell it from the standpoint of a major character. For instance, you might retell "Little Red Riding Hood" from Grandma's perspective.")

Two final comments are in order in relation to the three level guide. First, it has been valuable to many teachers to construct the three level guide in reverse order. In other words, the teacher should first decide what the students should be able to do with the material (application), and appropriate activities and questions should be designed for that purpose. Once the application level is completed, the teacher should decide what interpretations, or reading between the lines, are necessary for successful completion of the application level. Questions and activities focusing on these interpretations should then be written. Last, the literal level information necessary for making accurate interpretations should be determined, and questions and activities focusing on these interpretations should then be

written. Following this sequence will enable the teacher to keep the focus of the study guide squarely on objectives of major importance and will prevent an overemphasis on literal level understanding.

There is a large body of research indicating that both teacher and textbook questions focus on literal understanding to the detriment of higher levels of thought (Guszak, 1967). Constructing the three level guide in this sequence will also encourage a selective, rather than exhaustive reading of text, with areas of major importance to the subject area emphasized and other areas deleted or de-emphasized. Many students (and some teachers) need help in deciding what is most relevant in a large body of material; careful construction and use of three level guides can be a significant step in finding this help.

The second comment on three level guides relates to their use within the total reading lesson. If the guide is intended for use as a post-reading reasoning guide and if the content is both difficult and important, the teacher may wish to use other guide material prior to reading. For instance a short sequential guide may be helpful for initial reading. Perhaps an Activating Guide would prove useful in organizing students' thoughts on an issue prior to reading about it. Herber (1970, 1978) has provided examples of guide material that may be used in conjunction with a three level guide.

The Special Elements Guide

The third guide type is called the Special Elements Guide because it focuses on a very limited aspect of content or process. This format may be adapted easily to the needs of good or poor readers. It is most useful in situations where highly selective reading is desirable. This type of guide highlights limited areas of text, perhaps only a few paragraphs, that are of critical importance. Similarly, it may stress the application of a specific reading or thinking skill, for instance in instructional material where the content *per se* is not important, but practice in following a procedure for getting the main idea is the major objective of the lesson. Due to the limited focus on this guide it emphasizes what *not* to read and do as much as what to read and do. Describing a number of sample situations in which a special elements guide might be used should help teachers to understand the concept.

1. Midway through a literature unit, a teacher may discover that students are insecure with author uses of symbolism. The teacher could construct a special elements guide that asks students to read only selected paragraphs from Sherwood Anderson's "The Egg" in which Anderson uses the symbol of the egg to represent life, fertility, symmetry, and other characteristics. The guide itself may be only a single sheet with page and paragraph numbers identified and the equation "The egg = _____" to be completed for each paragraph. Other literary devices may be treated in similar fashion.
2. Another teacher decides that practice in rate adjustment is important and can be best accomplished by using road signs (Stop, Yield,

Through Traffic, Slow Curves) drawn in the left hand margins of the guide along with more detailed directions for the appropriate rate to use in different paragraphs.

3. Sometimes simultaneous reading of graphic aids and text is required. One fourth grade teacher created a special elements guide consisting of a map of the Iberian Peninsula and France. Cities and geographical features were listed on the left hand of the guide in the order in which they appeared in a chapter of a cultural geography text. The students' task was to scan the chapter, which described the travels of a young boy and girl from major Spanish cities into Portugal, back into Spain and the Basque region, across the Pyrenees and through France. When each city or location was named in the text, the students were to label that spot on their map.
4. Often signal words play a major role and readers need to be alerted to them. Examples include number (first, second), order (next, finally), contrast (however, although), comparison (like, as) and conjunction words (and, because, with). A special elements guide might have as simple a purpose as identifying and circling selected signal words or might involve more complex tasks such as determining what two ideas a signal word links together.
5. If a special line of reasoning is used (say "Statement-Support-Summary", or the deductive pattern) a teacher may choose to focus on the structure of the argument by giving students an outline of sorts consisting of large rectangular boxes at the top and bottom of the page representing the Statement and Summary, and smaller boxes in the middle two-thirds of the page representing each of the Support details marshalled by the author. Such aids as page and paragraph numbers, and labels like "Big Idea, Detail, Detail, Detail . . . Summary" may be supplied in the left hand column to help students in location and, finally, filling in each box.

In each of these situations the guide helps students focus on one "special element" of reading—applying a specific skill or procedure or extracting selected content. In creating this type of guide for use with students the teacher is recognizing that, in some cases at least, a comprehensive and detailed reading of an entire selection is not relevant to course objectives.

The Activating Guide

The fourth and final guide type to be discussed here is the Activating Guide. Although it might logically have been discussed earlier in this paper because of its close ties to the Preparation Stage of the TGRT, it is presented last to reinforce the importance of preparatory activities.

On many occasions teachers have found that their characteristic methods of introducing a reading selection fail to prepare their students adequately. The Activating Guide is simply a device for giving students more concrete, tangible aid in preparing for reading than the verbal methods of discussion or presentation. These guides serve to "activate" students' memories, cognitive structures, and creativity, or to introduce them to new terms or

strategies. Since these guides may often be used in conjunction with other activities prior to reading, they should be kept relatively short. The following examples will illustrate the use of Activating Guides.

1. The teacher has decided that three objectives, all of which are related to vocabulary development, are important for the next reading assignment: to introduce a large number of new, technical vocabulary (content objective); to give students practice in using context to figure out new words (reading skill objective); and to give students practice in using a dictionary to select the most appropriate meaning for multi-meaning words (locational/study skill objective). The teacher decides that an activating guide in the following form will be useful. A duplicated sheet is given to each student with ten new words in the left hand column. For each word two to three sentences that are context-rich (e.g. contain enough clues to reveal at least a general meaning for the word) are taken from the text and appear to the right of each word. Two to three lines are left below each word. The students' task is (1) to make a guess at the meaning of the word, then (2) to look up the word and write down the most appropriate dictionary meaning, then (3) to write "yes" or "no" to indicate whether their guess was close to the best meaning.
2. After conducting preparatory activities for the reading of a text chapter, a science teacher decides that students will need help in establishing and clarifying purposes for reading. Therefore, students are given a guide that directs them to read the title and all sub-headings of the chapter, and the study questions at the end of the chapter. (If the text contains good introductory and summary paragraphs, the students should be directed to read these also.) The teacher then directs the students to "Place a check in front of any sentences below that you think are accurate statements of what might be discussed in the chapter you have just overviewed." A series of anywhere from five to fifteen sentences follows, depending on the length and importance of the chapter. When students have finished, a clarifying discussion follows and students are then directed to "Read to find out more about the statements we have identified."
3. Another example of an activating guide is designed to establish and clarify purposes while at the same time facilitating what Burton (1969) refers to as "Imaginative entry into a work of literature." For a new novel, students are given a very brief story line and short character sketches of the four to five most important characters. In the second half of the guide students are given several pairs of characters and are asked to express in two to three sentences what they predict will transpire between them. For students who seem uneasy with this task, the same strategy may be used first with the stock characters and tired plots of any major television series. One major advantage of most television fare, at least for the purposes of this activity, is its predictability. Students can get the idea of what they are supposed to do without having too much difficulty in doing it. The transition to good

writing (i.e. the target story) can then focus on the elements of surprise, the unpredictability of human interactions, and the subtlety and depth of character creation in which the author engages the reader.

4. Activating guides may also be used to organize class members' experiences and knowledge. For instance, on the topic of nuclear power in a physics class, students could be asked to respond to a series of true-false statements to help them separate their knowledge base from mythology and rumor. Similarly, students may be asked to respond to a guide containing words, phrases, or sentences that refer to physical setting. In this way students may be brought out of their own everyday setting to visualize (to image-ine) the plains of Doris Gates' *THE BLUE WILLOW*, the New England of Esther Forbes' *JOHNNY TREMAIN*, or the island of O'Dell's *ISLAND OF THE BLUE DOLPHINS*.
5. As a final example, teachers may find it useful to work with values sheets (Simon, Howe, and Kirschenbaum, 1972) as a way of activating students for new reading. These strategies may be most effective in literature and social studies classes, but could be used in any course where more than purely cognitive learning is a desired outcome. For instance, teachers could engage students in the following activity.
 - a. Read a news report of the desire of a Ukrainian boy to stay in the U.S. rather than return to the Ukraine with his father.
 - b. Complete a values sheet of the "Forced Choice Ladder" type (Simon, et. al., 1972) in which the students express their feelings pro and con on the positions of the son, the father, the ACLU, the USSR, and other major actors in the issue.
 - c. Read the first chapter of *THE LIGHT IN THE FOREST* and complete another Forced Choice Ladder.
 - d. Contrast the feelings and actions of True Son and the Ukrainian boy, the Indian father and the Ukrainian father, and other characters in the fictional and true accounts.

As can be seen from these examples the activating guide is primarily aimed at introducing a reading selection or setting conditions for successful reading. It is relatively short in contrast to the three level guide or the sequential guide. It focuses on a particular aspect of content, reading, thinking, or feeling, as does the special elements guide. However, where the special elements guide refines or reinforces, the activating guide initiates and stimulates.

Stage III Of The TGRT: Follow-Up

The final stage of any teacher-guided reading lesson is directed toward reinforcement and internalization of important facts, concepts, appreciations and skills. Activities that typically take place at this stage include the following:

1. Whole class or small group reaction sessions; sharing of independent responses to guide material.

2. Oral rereading: to defend a point, to develop oral fluency and interpretation, to clear up misconceptions, to illustrate the sound and aesthetics of language, to perform favorite selections from a literary work.
3. Extra practice on thinking skills or reading skills introduced in the lesson.
4. Expansion of vocabulary and concepts.
5. Problem solving; application of information.
6. Creative activities.
7. Recreational reading on related topics or themes.
8. Individual or group research projects; exploring areas not fully developed by the text.
9. Remediation of individual weaknesses.
10. Using other communication modes: listening, speaking, writing, acting.
11. Interdisciplinary work: integrating topics and themes with related topics and themes in other subjects.

As is true of the initial stage of Teacher-Guided Reading of Text, teachers should select from the possibilities the activities most relevant to course objectives and student attitudes and abilities. Unless something close to a full unit is planned around one reading selection, satisfactory completion of activities in each of the eleven areas above would be impossible given normal time constraints. On the other hand, if a three level guide is used during the Guided Reading stage of the TGRT, many of these follow-up activities may take place naturally as a part of the application level. If this is the case other follow-up activities could be targeted for special emphasis.

For the TGRT to be most effective, it must be viewed as a total package. The extent of preparation done prior to reading and the extent of follow-up that a teacher intends to do dictates the length, complexity and nature of the guide material constructed. Conversely, the degree to which guide material is relied upon for developing student comprehension will affect the number and type of activities stressed in the Preparation and Follow-Up stages of TGRT.

4.

ORGANIZING EXPERIENCE AND LANGUAGE DEVELOPMENT

The previous comments have addressed the issue of improving subject area learning through careful guidance of reading assignments. To the extent that text reading is a major mode of learning about a subject, middle school teachers should plan for the application of reading strategies in the subject area class. It is unwise to assume that reading skills taught during the reading period will automatically transfer to new situations.

However, it is both necessary and desirable that students learn a subject in ways other than reading. It is necessary because students cannot learn all (or perhaps even most of) what is important in a subject through vicarious experience, through the words of others. It is desirable because more active forms of learning make different (and often more vivid) impressions on the mind of the learner. This is one of the hallmarks of Dewey's (1970) philosophy of education. Yet emphasizing direct experiences in learning subject area material does not mean that reading development must be ignored. When a teacher establishes lessons for Organizing Experience Through Language Development (OELD), an attempt is made to integrate language instruction in its broadest sense with subject area instruction. As Moffett (1968) has pointed out, each subject has its own language. Therefore the teaching of reading, writing, speaking, and listening in a manner that is supportive of content learning is an important goal for middle school teachers.

The basic framework for OELD emphasizes an experimental approach to learning content coupled with the use of language skills to assimilate, organize, and produce content. Thus one major difference between OELD

and Teacher-Guided Reading of Text is that in the former, students *create* texts rather than consuming them. This difference lies at the heart of the Language Experience Approach to teaching reading in primary grades, of which OELD is an upper grades, subject area adaptation. Lee and Van Allen (1963) are credited with establishing the coda of LEA:

What I can think about, I can talk about.

What I can talk about, I can write (or the teacher can write for me).

What I can write, I can read.

What I can read, I can share with others.

While this approach to teaching reading is definitely a minority approach in American reading instruction, there are many reports (Hall, 1978) of its successful implementation with many types of students, ranging from primary children to illiterate, foreign-language speaking adults. Judicious application of language-experience principles to the middle school level subject area classroom can help teachers

- (1) provide a variety of learning activities for their students and
- (2) attend to the reading development needs of their students as these needs relate to the subject area.

The following framework, based on language experience principles, should serve to guide teachers in helping their students Organize Experience through Language Development. As with the Teacher Guided Reading of Text, the amount of time spent and number of activities conducted at each stage of the lesson (or series of lessons) are both dependent on student needs and the nature, importance, and difficulty of the content to be learned. Essentially, there are five stages in OELD: Experiencing, Reacting, Searching, Focusing, and Sharing. Appendix C provides examples of OELD activities in English, Science, and Social Studies.

Experiencing

In Stage I, the teacher's responsibility is to either

- (a) provide planned stimuli, or
- (b) capitalize on stimuli, events, situations, student feelings, or student ideas that occur spontaneously.

The students are expected to

- (1) observe,
- (2) listen, smell, taste, touch or
- (3) do something.

For example, a teacher may use as a planned stimulus a demonstration of the Doppler effect, with students listening. Or, as another example, students may group a mixed bag of common objects into whatever categories seem appropriate to them (planned stimulus—doing). Or students may watch how a mother gerbil and her newborn babies relate to each other (spontaneous stimulus—observing). The major point of this stage is to initiate some involvement, to activate the senses, to provide an opportunity for reaction, and to build from what students can do (strengths) to what they are expected to do (what is to be learned). The first stage of OELD, in other words, is geared to the needs of the transescent in

that it provides for a link between the known and the unknown just as the Preparation Stage of the TGRT does.

Reacting

In Stage II, the teacher's responsibility is to allow students to think out loud, to talk about what they've experienced. The teacher must also prod the students with open-ended questions: What did you see? feel? think? How could this have happened? Students are expected to (a) *talk*, (b) *ask questions*, and (c) *make guesses*. It is not necessary that their talking be articulate, their questions definitive, or their guesses accurate. It is important, however, that a large body of language result, that a large number of questions and guesses, both probable and improbable, be made. It may be important on certain occasions that the teacher or a student record ideas, questions, guesses to which all can refer at a later time in the lesson. As one way of bringing writing into the OELD sequence early, students can be asked to record in their own notebooks all ideas, questions, and guesses recorded on the blackboard. From this stage forward, students will be increasingly refining their use of language in order to learn new content.

Searching

Stage III requires of the teacher a different role again, that of resource person and facilitator. Students are expected to (a) *collect data to answer questions*, (b) *read selectively in various resources*, and (c) *begin the process of verifying guesses*. The reading activities conducted at this stage of OELD are quite different from typical subject area reading assignments. Rather than the typical emphasis on assimilating a body of knowledge that is already synthesized by someone else (an adult-expert textbook writer) the students are engaged in the initial steps of creating their own text. The skills emphasized are those of location and reference: use of indices and tables of contents, selective reading to cull relevant details, use of multiple resources, the use of field visits and interviews with people. One way of managing this step is to place individual questions or guesses on large index cards and to assign one or two questions to each student. Then each student searches for appropriate sources and useful answers and ideas. Sources can be recorded at the bottom of the index cards along with information obtained. Beginning with this Searching stage and continuing through the final two stages of OELD, students initiate the process of organizing their experiences, both direct and vicarious, in order to learn new content.

Focusing

Stage IV consists of three distinct but interrelated activities: *Organizing*, *Writing* and *Producing*. Students are now responsible for moving from the raw data and disorganized information they have collected to an edited, organized product of some kind. Since the emphasis of this lesson sequence is ~~on~~ language development as well as content acquisition, writing plays a key role here. However, in some projects the most logical final product might be something the students build—a diorama, a miniature historical village, the apparatus for a science experiment.

The organizing step of the Focusing Stage provides the teacher with the opportunity to group children according to common subtopics. Each of these groups, then, is responsible for creating what would appear as a headed subsection of a text chapter, or the equivalent if the final product is not written work. If this grouping pattern is used, it might be helpful for students to receive a worksheet which outlines the procedures they should follow. For instance, the following directions might be used.

1. Elect a group leader. This person will hold the worksheet and make sure the group does what it is supposed to.
2. Have each person read the questions he/she has researched and the information he/she found.
3. Decide on a topic sentence or paragraph that will help a reader know what is going to be written in the rest of your group's project.
4. Decide what ideas and information that your group members have collected fit together.
5. Decide on the order in which these groups of ideas and information will appear in your project.
6. Write one (two, three) paragraphs for each of your groups of ideas and information.
7. Write a summary.

As should be readily apparent, the directions above automatically move students from organizing, through writing and into production of a finished product. Other approaches for completing Stage IV are possible, though. In projects where the whole class must work together, or in classes containing students who cannot yet work well in small groups or who have trouble with organization and writing, the teacher might choose to recycle back to Stage II, Reacting. As mentioned earlier, students at this stage are engaged in talking, questioning, and guessing. The only difference that occurs now is that students are reacting not only to their initial experiences (Stage I), but to the results of their research. Thus the talking, questioning, and guessing relates to a vicarious experience: what do we know now? how does it fit together? how can we organize it for ourselves and others? how can we produce a finished product?

Sharing

The final stage of OELD involves activities in the areas of reading, performing, distributing, and displaying. If a chapter of subject area text is produced as a result of Stage IV, the sharing activity might consist of reading the complete work (from chart paper if a group text is produced, or from individual copies). If a play is produced, an obvious way of sharing would be to perform the play for themselves or another audience. (For example, (see Appendix C students may *Experience* a film on Johnny Tremain; *React* to the content of the film and the question "What would Johnny be like today if he were living in Boston?"; *Search* for information on Boston then and now, on kids' habits then and now, and scan the book version of Johnny Tremain for character traits; and *Focus* their findings by creating the play "Johnny Tremain In The Twentieth Century".) It might

be worthwhile to distribute some projects by duplicating them for parents and school personnel. Finally, if some kind of craft is involved in Stage IV, displaying the finished product in some public location or in the halls of school would be appropriate.

Any lesson sequence following the five stages of OELD should be adapted to fit the needs of students and to accommodate concerns over the nature and importance of the content to be learned. This process of adaptation is especially important in relation to time constraints. Some lessons might be completed in less than a day in a self-contained classroom (a not unreasonable amount of time considering that reading, writing, speaking, and listening skills and content acquisition are being addressed). On the other hand, this sequence could be expanded to incorporate all the elements of a full unit plan taking many days' time.

It may also be useful to adapt the OELD sequence so that it serves as a preparatory step for the reading of difficult text material. In this approach students create a text as a way of preparing to read another person's synthesis of the same material. This would serve to:

1. Introduce students to new terms.
2. Help organize existing knowledge.
3. Bring a diversely talented group to a commonality of knowledge.
4. Rid the students of misconceptions.
5. Generate interest in the topic.
6. Set purposes of reading.
7. Give students a basis for predicting and anticipating what the text author is going to say.
8. Give students a basis for critical reading (i.e. a body of knowledge and internal criteria have been developed against which the text may be judged.)
9. Provide practice in writing.
10. Give students a sense of their own worth. (They enter the reading with a good attitude. They know something about what's coming. They can contribute to the class learning experience.)

Individualized Learning

It should be noted in conclusion that both strategies discussed in this paper give the teacher many options for differentiation of instruction. As was pointed out earlier in this paper, students in the middle grades face a variety of new reading challenges, and the range of reading abilities in any given class increases to the point where, in seventh grade, a gap of about eight years separates the poorest from the best reader.

The Teacher-Guided Reading of Text, through use of different study guides and different degrees of direction, helps poor and average readers cope with texts successfully. Similarly, at many stages of Organizing Experience Through Language Development, readers of varying abilities may experience early success and build upon these successes to learn new material and strategies. Any student is capable of Experiencing planned or spontaneous stimuli. All students can React to experiences, albeit at varying

levels of sophistication. And in the Searching, Focusing, and Sharing stages a host of activities from simple to complex is available for tailor-made assignments.

SUMMARY

The preceding pages have emphasized the idea that, in middle grade subject areas, classroom teachers must help their students meet the demands of difficult text material rather than assume that they can cope on their own. Furthermore, the idea was advanced that the transcendent learner will read better in subject areas if strategies are used that provide a smooth transition from primary grade materials and methods to the more demanding reading yet to be encountered. Two examples of transitional strategies were presented in some detail. Both strategies emphasize a functional use and refinement of reading and other language skills within a subject area context, rather than following a direct instruction, skill development model. Teachers are encouraged to try *both* strategies—to add spice to the classroom learning environment and to maintain a balance between the two ways of experiencing new ideas.

It is important, however, to realize that these two strategies by no means exhaust the options open to middle grade teachers. If textbook and article publishing patterns are any indicator, we can say with some assurance that the problems of reading subject area material are receiving a great deal more attention than they have in the past. Many sources may provide valuable guidance in the development of reading strategies not discussed here. To aid interested readers, the bibliography includes both text and activity sources on middle grade reading, subject area reading, and the language experience approach to teaching reading.

Appendices

APPENDIX A STUDY GUIDE WORKSHEET

1. Major goals in terms of student behavior. What should my students know and be able to do as a result of the lesson?
2. Nature and importance of the content.
How important to overall course goals?
Results of readability analysis.
3. Evaluation of characteristics of my students as a group.
Reading abilities
Thinking abilities
Experience/background in topic
Attitude and interest
4. Transfer. How can I reinforce Preparation Stage activities through my study guide?
Words introduced through vocabulary development or word analysis activities?
Providing guidance in a strategy I've introduced?
Connecting student experience or past learning to new reading?
Repeating purpose questions?
Other
5. Content analysis
Facts
Concepts
Interpretations
Generalizations
Appreciations
Sections of text to emphasize
Sections of text to de-emphasize or eliminate
6. Process analysis
What reading procedures/strategies are most important for students to apply to get the important content?
What thinking procedures are most important for students to apply?

7. Degree of assistance

extensive

moderate

minimal

8. How much time should be spent on the assignment?

5 minutes

45 minutes

one day

two days

three days

9. Select guide format

Activating _____

Sequential _____

Three Level _____

Special Elements _____

10. Construct guide.

11. Guideposts for review

A. Does activating guide:

1. help students share or organize past experiences?
2. help students clarify values or opinions on a relevant issue?
3. prepare students for application of a thinking skill or reading process?

B. Does sequential guide include more than questions?

1. other response opportunities?
2. directions?
3. comments?
4. explanations?

C. Does three level guide contain:

1. reasonable balance among literal, interpretive, and application activities and questions?
2. logical connections between each level?

D. Does special elements guide:

1. focus closely on a specific process?
2. focus closely on a specific aspect of content?
3. focus on both process and content if the two can be reasonably integrated?
4. help students read selectively rather than comprehensively?

APPENDIX B SAMPLE STUDY GUIDES

Activating Guide: Science*

To be completed prior to studying chapter on sources of pollution.

Before we read about the facts and problems of pollution in America, look at the following value lines and indicate your position by placing an X on each line.

--	--	--	--	--	--	--	--	--	--

Returnable Ron

He uses only returnable containers and will not eat or drink anything that comes in a throw-away container.

No-deposit Norris

He uses only nonreturnable containers because he thinks that returnables are too much trouble to take back.

--	--	--	--	--	--	--	--	--	--

Bike-riding Betty

She doesn't use any vehicles that pollute the air and therefore rides her bike to work forty miles away each day.

Motoring Mable

She uses motor vehicles every chance she gets. She even retrieves the evening paper by taking the car down the driveway of her home.

--	--	--	--	--	--	--	--	--	--

Pure-air Paul

He is so opposed to air pollution that he takes short breaths so he won't add as much carbon dioxide to the air.

Polluted Polly

She is so uncaring about air pollution that she burns cigarettes for incense.

--	--	--	--	--	--	--	--

Let-live Larry

He is so against any type of pesticide that he allows mosquitoes to bite him rather than spray them.

Pesticide Pete

He uses pesticides so freely that he sprays his house and back yard daily to get rid of insects.

--	--	--	--	--	--	--	--

There are many other pollution problems that our country faces today. Think of *one* problem and make up the names and descriptions of two people who would be at opposite ends of a value line on this problem.

*Adapted from "Values Continuum," pp. 124-126 of *Clarifying Values Through Subject Matter* (Harmin, Kirschenbaum, and Simon) Minneapolis, Winston Press, 1973.

Sequential Guide

Based upon Unit III "The Canadian Homeland" in *Homelands Of The World: Resources and Cultures* by Jack Abramowitz and Kenneth Job, N.Y., Globe Book Company, 1977, pp. 128-137.

We've just finished reading about the American homeland. Now we will move north and study Canada. As we did with the United States, we will find out about the geography of Canada, its people, its resources, its industry, and its culture. When you read about Canada you will find many similarities, but also many differences, between Canada and the United States. As you read, look for these similarities and differences. Ask yourself: "Is what I am finding out about Canada similar to or different from what I found out about the United States?" We will record these similarities and differences as a class.

Begin on page 128. Look at the very first paragraph and the map, and complete the following:

Canada is part of the _____ continent and is (north, south, east, west) of the United States.

Read the next two paragraphs and answer:

Canada is (bigger than, the same size as, smaller than) Russia.

Canada is (bigger than, the same size as, smaller than) the United States.

If you were drawing a map of Canada the borders would be _____ on the south, _____ on the north, _____ on the east, and _____ on the west.

"The Unarmed Border" p. 129

Reminder: Just as you found in earlier chapters, the light blue borders at the top of the pages contain questions that can be answered by your reading. If your mind ever wanders, look back at the top of the page and at this study guide to get yourself back on the right track.

Before you read: What is your best guess as to the meaning of "unarmed border"?

Now read the first paragraph on page 129 and complete: There are no _____, or _____ on the United States/Canadian border.

Was your guess right? If it was, congratulations! If it was not, congratulations for finding the right answer in the text!

The remainder of page 129 will tell you about some of the history of United States/Canadian relationships along their border. Read the rest of this page to see if you can find answers to these questions:

1. Was the U.S./Canadian border always unarmed?
2. Why was Great Britain important to U.S./Canadian border relationships in the 1800's? _____

3. Why was the Rush-Bagot Agreement important? _____

Now turn to pages 130-131. What will these two pages describe for you?

You do not have to read every word on these two pages. Instead, do the following.

1. Look at the list of landforms below.
2. Locate where each landform is mentioned in your text (caution—you'll have to look at the map and the chart also)
3. Write where you think each landform goes on the map I have given you.

Here is your list.

Canadian Rockies
Coastal Range
Interior Plains
Canadian Shield

Hudson Bay lowland
St. Lawrence—Great Lakes Lowland Plains
Laurentian Mountains
The Grand Banks
Canadian Arctic islands

4. Special note: Three landforms are continuations of landforms we studied in the United States. See if you can match these landforms.

Canada

Canadian Rockies

Interior Plains

Laurentian Mountains

United States

Cordillera Shield

Great Plains

Appalachian Mountains

Check your matching with the textbook. (Remember, scan for names. Don't read all two pages word by word.)

Now write the three landform names in the right place in the United States part of the map.

Pages 132-135 describe the most important bodies of water of the Canadian homeland.

Skip the first two paragraphs on page 132.

Look at the rest of page 132. The words "strait" and "channel" are accented in yellow. Both of these words refer to narrow bodies of water. Do you know the difference? Make a guess and we'll discuss it later. _____

What is the major problem for shipping companies in the Hudson Bay system?

On page 133, read the first three paragraphs, and place a check beside the names below when you've found each on your map.

- _____ Fraser River
- _____ Saskatchewan River
- _____ Great Lakes
- _____ Vancouver
- _____ Mackenzie River
- _____ St. Lawrence River
- _____ Great Slave Lake
- _____ Beaufort Sea

Skip the last four paragraphs on this page.

p. 134 The Great Lakes

Read this page to locate answers to these questions.

1. How big are the Great Lakes? _____
2. How were they formed? _____
3. Their names are:
O
E
H
M
S
4. The Great Lakes connect with _____
5. Is it impossible for a ship to enter the St. Lawrence from the Atlantic Ocean and cruise all the way to the Pacific Ocean? _____
(You might need to look *back* to the map on p. 132 to answer this one.)

p. 135 Niagara Falls

Read the first four paragraphs on this page quickly to get an introduction to Niagara Falls.

Now reread these paragraphs carefully and pick out four ideas or facts that you think are the most important about Niagara Falls.

1. _____
2. _____
3. _____
4. _____

Now go to the last paragraph on this page. The word "hydroelectric" is highlighted in yellow because it is an important term. Your text does not tell you directly what this word means but you can figure out a meaning from looking closely for clues in the paragraph.

Your guess for what "hydroelectric" means _____

What is your guess at the meaning of the word part "hydro-"? _____

Now turn to the last section of this chapter. This section deals with the Canadian *climate*. (If you don't remember what the word "climate" means, turn back to page 19 and you will find a definition.)

Climate is _____

On the chart below, record the climate information for the major regions of Canada.

	<i>The Arctic Islands</i>	<i>Northern Edge</i>	<i>Main Mass</i>	<i>Erie/Ontario Shore</i>
Temperatures	_____	_____	_____	_____
Precipitation	_____	_____	_____	_____
Sunshine	_____	_____	_____	_____

Now you're almost finished studying this chapter, but we need to wrap up all we've learned.

First, get a dictionary and check your definition of "hydroelectric". Write it down here. _____

Was your definition close?

Now, let's go back to our original purpose for reading this chapter. Write down on the lines below two similarities and two differences between the Canadian homeland and the United States homeland. We will share these and make up a class list.

Similarities

1. _____
2. _____

Differences

1. _____
2. _____

Three Level Guide

Based upon "Look Out Over The Sea" a short story by Pearl Buck, included in *Riders On The Earth*, 6th reader in the *Holt Basic Reading System*, Holt, Rinehart and Winston, 1977, pp. 216-233.

Level I

Place a check beside each statement that you think the author said.

- _____ Kino lived on a farm high above the seashore.
- _____ Kino was a young boy living in California.
- _____ Jiya felt that "The sea is our enemy."
- _____ The village was destroyed by a huge wave from the sea.
- _____ The volcano erupted and covered Kino's farm with lava.
- _____ Kino lost his father and mother when the volcano erupted.
- _____ Jiya escaped the wave from the sea.
- _____ At the end of the story Kino told Jiya that they were brothers.

Level II

Part A.

Place a check by each statement that you think the author meant in the story.

- _____ Kino's father was a very wise man.
- _____ Both the land and the sea can be both dangerous and helpful.
- _____ If you do not have a window facing the sea, the sea cannot hurt you.
- _____ You can be a family without being blood relatives.
- _____ It is easy to make a living from the sea.

Level II

Part B.

The quotation below came from the story. After the quotation write down what you think the author is trying to tell us.

"After many days happiness began to live in Jiya secretly, hidden inside him, in ways he did not understand or know."

Level III

Many times an author tells a story to help us think about our own lives. To make connections between our story and modern life, match one statement from Column I with one statement from Column 2. Then match these paired statements with the ideas in Column 3.

Column 1

1. When Mt. St. Helens erupted in 1980, many lives were lost.
2. People who are very fearful of driving their automobiles will not receive any pleasure from owning or driving one.
3. We try to eat a balanced diet to remain healthy, so we take many foods from different people and places.

Column 2

- _____ A. The wave from the sea swept away the village and many of its people.
- _____ B. Kino's father said "Enjoy life and do not fear death—that is the way of a good Japanese."
- _____ C. Jiya's father said "We need both farmers and fishermen."

Column 3

1. _____ The forces of nature can be dangerous to humankind
2. _____ We cannot live useful lives if we live in constant fear.
3. _____ Many people can contribute their own special talents and products to the good of all.

Special Elements Guide

Process: Scanning to locate important information.

Content: Modern Black leaders and their accomplishments.

Based upon Chapter 23, "Blacks Challenge The Social System" in *The American Way Of Life*, by Laurence Senesh, Chicago, Science Research Associates, 1973, pp. 296-304.

Now that you have finished reading about the ideas and actions of many Black people during the 1960's, it is time to look at this chapter again to identify who were some of the most important Black leaders.

1. Scan each page in this chapter looking for the names of people. Your eyes and mind should be concentrating only on names. By doing this you will avoid spending time in rereading information that is not important to this study guide.
2. When you find a name, look for the same name on the list below.
3. If the name appears on your list, look back at your textbook to find out why this person was important.
4. When you have found this information, use it to help you in drawing a line between the name of the person in column A and that person's accomplishments or actions in column B.

Column A	Column B
Martin Luther King	_____ leader who believed in nonviolent protest; assassinated in 1968
Elijah Muhammed	_____ Black Muslim leader who wanted a separate Black nation
Stokeley Carmichael	_____ leader of the Student Nonviolent Coordinating Committee
Thurgood Marshall	_____ first Black U.S. Supreme Court Justice
Shirley Chisholm	_____ U.S. Representative from New York
Roy Wilkins	_____ the leader of the NAACP
Huey Newton	_____ one of the founders of the Black Panther Party
Floyd McKissock	_____ one of the leaders of the Congress of Racial Equality
Whitney Young	_____ executive director of the Urban League

APPENDIX C - EXAMPLES OF OELD

ENGLISH	SCIENCE**	SOCIAL STUDIES
GOAL: Interpretation of the novel <i>Johnny Tremain</i> , and its main character.	GOAL: Understanding processes linked with internal activities of cells.	GOAL: Understanding the effects of the Depression on individuals.

Experiences

Students view a film of *Johnny Tremain*. Groups assigned to note different details on study sheet.
 *(Iconic learning experience)

Students participate in experiment with food coloring, salt, pepper, sugar, oil, celery stalk, lead pellets, coffee filter and water. The object of the experiment is to allow students to add various substances to a beaker of water and pour the water through a coffee filter to provide concrete examples of the terms listed below under "Reacting".

*(Enactive learning—contrived experience)

Students read four selections from Terkel's *Hard Times*—two interviews with people who went through the Depression and two with the next generation.

*(Symbolic learning experience—verbal symbols)

Reacting

Students react to the content of the film and the question, "What would Johnny be like if he were alive today in Boston?" Groups contribute notes on the details of characters, Johnny, setting, etc. they collected during viewing.

Students describe what they saw at each stage of the experiment. Teacher supplies the words "soluble, insoluble, semipermeable, diffusion, osmosis, concentrated, plasmolysis, turgor" at the appropriate times.

Two students are selected to role-play an older and a younger person talking to each other about the Depression. Teacher introduces the term "Generation Gap" and class gives examples of communication difficulties with parents or other older people in family.

Students are grouped in sevens and led through the "Four-Stage Rocket" (Epstein, Charlotte, *Affective Subjects in The Classroom*, Reading, PA, Intext Publishers, 1972) to improve sensitivity in listening.

Searching

Students continue in groups to search for information on Boston, character traits, daily events, and contrast Boston and teenagers then and now. Teacher provides study help to groups for locational reading of selected portions of text.

Students read chapter from their life science text and copy text definitions of target words onto left side of paper. On right side of paper they write synopsis of experiment they performed that illustrates term.

Students brainstorm questions to ask older people in community about the Depression. Teacher works with students on use of tape recorder and on interviewing techniques. Students interview/tape one person each in community.

Focusing

Each group writes a composite of their findings, which is distributed to all class members. A play entitled "Johnny Tremain in the Twentieth Century" is created by placing main character in middle of a modern crisis, with better writers doing script, better readers searching book for inaccuracies in script, and others working on other production values.

Students create their own text by doing the following: at the top of a page they list all materials used in the experiment; following this they list each step they followed in the experiment. At the end of each step they write "This illustrates..."; on a second sheet they complete a series of analogies in which materials and processes from the experiment are compared to materials and processes in cells.

Students transcribe and edit tapes. An overview of all the interviews is created: teacher provides each student with worksheet containing key phrases like "The hardest times", "There were good times", "No money meant", "The government helped", "In the country". Students write down comments from their interviews and they are organized by a committee.

Sharing

Play is performed for class, another class, parents.

Students are grouped to produce color drawings of target words assigned to them. Drawings are displayed on walls or bulletin board, and numbered. On the next day each student is responsible for matching one of the numbered drawings with one of the target words.

A book of edited interviews is produced, with copies going to all class members, the school library, and all interviewees.

*The terms enactive, iconic, and symbolic refer to the major types of learning activities identified by Bruner (*Toward A Theory Of Instruction*, Cambridge, Mass., Harvard University Press, 1966) and Dale (*Audiovisual Methods In Teaching*, 3rd edition, N.Y., Holt, Rinehart, & Winston, 1969).

**many thanks to Susan Flood, Northern Kentucky 8th grade science teacher, for ideas contributed to this activity.

APPENDIX D
COMPARISON OF THE STAGES OF OELD
WITH GUIDED READING AND GUIDED WRITING

Murray (1980) has described the major stages of the composing process as (1) Rehearsing, (2) Drafting, and (3) Revising. While other writers have described more detailed sub-stages, this conception of the composing process is useful due to its parallels with the guided reading lesson. The chart below illustrates how a teacher may plan to integrate both guided reading and guided writing with the stages of OELD.

Guided Reading

Organizing Experience Through Language Development (OELD)

Guided Writing

Preparation

Reading

Follow-Up

Experiencing

Reacting

Searching

Focusing

Sharing

Rehearsing

Drafting

Revising

Murray, Donald. "Writing as Process: How Writing Finds Its Own Meaning" in Donovan, Timothy, and McClelland, Ben, (eds.) *Eight Approaches To Teaching Composition*, Urbana, Illinois, National Council of Teachers of English, 1980, pp. 3-20.

APPENDIX E

ORGANIZING EXPERIENCE THROUGH LANGUAGE DEVELOPMENT: VERBS DESCRIBING STUDENT ACTIVITIES DURING THE MAJOR STAGES

I. *Experiencing*

- Doing
- Observing
- Listening
- Smelling
- Tasting
- Touching

II. *Reacting*

- Talking
- Questioning
- Guessing
- Rehearsing

III. *Searching*

- Collecting
- Reading
- Verifying
- Drafting

IV. *Focusing*

- Organizing
- Taping
- Producing
- Revising

V. *Sharing*

- Performing
- Reading
- Displaying

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